

**2022–2023 Academic Year
Winter Session**



**UNIVERSITY OF
CALGARY**

DEPARTMENT OF POLITICAL SCIENCE

FACULTY OF ARTS

**Political Science 633 S01
US Security Policy**

Instructor: Dr. T. Terriff
Email: tterriff@ucalgary.ca

Office Hours By appointment only, to be held via Zoom. To book, contact the instructor at:
tterriff@ucalgary.ca

Seminar Time: W 11:00 to 13:45

D2L Website: <https://d2l.ucalgary.ca>

Course Description

This course examines US security policy, with an emphasis on how US security policy is made and on the main contemporary security issues the US faces today.

Course Objective

To understand the factors, influences and actors which have shaped and continue to shape American security and defence policy in the post cold war period, and to gain an understanding of the main issues in contemporary US security and defence policy.

Method of Assessment

| | | | | |
|---|------------------------|----------------|------------------|-----|
| 1 | Seminar Presentation | | | 20% |
| 2 | Research Proposal | Wed | 8 February | 10% |
| 3 | Research Essay | Wed | 29 March | 40% |
| 4 | Final exam (take home) | Wed, 12 April; | due Mon 17 April | 30% |

This is a seminar based course, with a few exceptions. Each seminar session will consist of a student presentation on a selected issue/question based on the seminar topic. Students are required to deliver at least one oral seminar presentation, with the other students reading at least the designated text chapters and the designated required readings,

READINGS

Core Texts

John T. Fishel, *American National Security Policy: Authorities, Institutions, and Cases* (Rowman and Littlefield Publishers, Feb 2017)

Ivo H. Daalder and James M. Lindsay, *America Unbound: The Bush Revolution in Foreign Policy* (Brookings Institution, 2003/2005). ISBN-13: 978-0471741503 pb
Library: E902 INTERNET, and E902 .D33 2003

Additional Readings

Mead, Walter Russell *Special providence: American foreign policy and how it changed the world*

Dueck, Colin, *Reluctant Crusaders: Power, Culture, and Change in American Grand Strategy*.

McCrisken, Trevor B., *American exceptionalism and the legacy of Vietnam: US foreign policy since 1974* [electronic resource]

Halberstam, David, *War in a time of peace: Bush, Clinton, and the generals*

Bacevich, A. J *American empire: the realities and consequences of U.S. diplomacy*

Suskind, Ron, *The one percent doctrine: deep inside America's pursuit of its enemies since 9/11*

Woodward, Bob, *Bush at War*

Woodward, Bob *Plan of Attack*

Woodward, Bob *State of Denial*

Woodward, Bob *The war within : a secret White House history, 2006-2008*

Ricks, Thomas, *Fiasco: the American military adventure in Iraq*

Ricks, Thomas, *The Gamble: General David Petraeus and the American military adventure in Iraq, 2006-2008*

Jones, Seth G *In the graveyard of empires: America's war in Afghanistan*

Bacevich, A. J., *The limits of power: the end of American Exceptionalism 1st ed.*

Zakaria, Fareed, *The Post American World*, 2008

Reading Current News

The character and content of US security policy often may be fast changing due to events. Thus, it is useful to pay attention to current events relating to US security policy. The main US newspapers are *New York Times*, *The Washington Post*, *Wall Street Journal*, *Los Angeles Times*, *The Washington Times*, among others; unfortunately, almost all of these have imposed subscription fees in the past year or so and are now behind pay walls. *RealClearPolitics'* World and Defense sections are free, and provide some coverage (but may be behind pay wall).

There are also a large number of useful internet sources, including US government websites, that can be accessed for free; indeed, many if not most US security issues being currently debated are done so in a mixture of journals, newspapers and blogs.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](https://d2l.ucalgary.ca)).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Seminars

Do note that the seminar will held each Wednesday, 11:00 to 13:45, each week of the term except for during the Term Break (Sunday, 19 Feb to Saturday, 25 Feb 2023). The seminars are in person only.

Class Participation

There is no mark for class participation, but students are expected to come to class prepared for discussion. This means staying up with the required readings as set forth on the course outline, *plus* reading at least one book or the equivalent beyond the identified required reading. Students are also expected to pay attention to current affairs as it may concern the subject of the course. Students must also be prepared to be called upon to offer their assessment of the issues being discussed.

Seminar Presentations

In each seminar session one or more students will be expected to give a presentation on a set question. Each student is required to give at least one (1) presentation. The oral presentation should be approximately 30 minutes in length, and develop an argument that addresses the set question. Further instructions, including a list of questions, will be furnished in a separate handout that is available on D2L in the Assignment folder.

Do note that students' seminar presentation and research proposal/essay cannot be on the same topic.

Research Proposal

Each student must develop a research question for their course research essay. The purpose of the research proposal is for the student to develop their research question, identify the context and significance of the research question, and identify the research methodology or approach to be used to address the research question. The research proposal shall be 1200 words in length, and must in addition include a one page bibliography of sources cited or consulted. Word count does not include required bibliography. A hard copy of the research proposal must be to be submitted to Dr. Terriff in class on *Wednesday, 8 February, 2023*.

Do note that the generation of a research proposal requires conducting research!

Research Essay

The research essay will address the research question set forth in the research proposal. The research essay shall be 8,000 – 10,000 words in length; word count does not include required footnotes or bibliography. A hard copy of the research essay must be to be submitted to Dr. Terriff in class on *Wednesday, 29 March 2023*.

Do note that students' seminar presentation and research proposal/essay cannot be on the same topic.

Final Exam

The final exam is a take home research essay of 5,000 words. *The Final Exam will be handed out at the end of the last seminar, **Wednesday, 12 April, 2023** and must be submitted as a MS Word document attached to an email sent to the course instructor, Dr. Terriff, no later than **12:00 Noon, Monday, 17 April, 2023**.*

A late penalty of three (3) percent will be applied for each hour past the required submission time and date for the final take home exam.

Writing Statement

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

Grade Scale

The following grading scale will be used:

| | | | |
|-------------|------------|------------|------------|
| A+ = 97-100 | B+ = 87-89 | C+ = 77-79 | D+ = 65-69 |
| A = 93-96 | B = 83-86 | C = 73-76 | D = 60-64 |
| A- = 90-92 | B- = 80-82 | C- = 70-72 | F = 0-59 |

Late Penalties

A late penalty of three (3) percent will be applied for each day past the required submission date a piece of work is submitted. This late penalty applies to the research proposal and the research essay.

A late penalty of three (3) percent will be applied for each hour past the required submission time and date for the final take home exam.

Class Preparation and Desire2Learn

Seminars focus on the material presented in the textbook, required readings and general discussion relating to the topic(s) outlined in the seminar schedule. Students are expected to read the assigned text chapters and required readings before class and be prepared for class discussion. Important information and additional readings for US Security Policy (Political Science 633) are posted on Desire2Learn. Students should regularly check the Announcements section of Desire2Learn for ongoing notices.

Your instructor may not necessarily cover all of the materials in the course outline, and the outline may be subject to change. It is the responsibility of the student to understand the concepts presented in the textbook and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor during class.

Instructor Instructions

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please email the instructor or teaching assistant to make an appointment. It is to the student's advantage to keep such appointments.

Email is commonly used by students to communicate with their instructor. However, it does limit the effectiveness of the communications and may not be the best way for instructors to answer student questions, especially those requiring an explanation of concepts covered in this course or some personal concerns. Therefore the instructor may request a telephone call, Zoom meeting or in person meeting. *Your instructor will inform you as to his/her expectations about emails.*

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

Course Outline

There are three main sections to the course. All three are seminar based.

Week 1 (Wed 11 January) Introduction

I Sources of Influence

Week 1 (Wed 11 January) American Political and Strategic Culture (rest of first seminar)

Required Reading:

Matthew Spalding, “Why is America Exceptional?”, *The Heritage Foundation*, 1 October, 2010, at Footnote One ¹

Stephen Brooks, *Still Exceptional? America's Role in the World*, Critical Issues of Our Time, Centre for American Studies, University of Western Ontario 2012, 40 pp.

Fishel, *American National Security Policy*, Ch 1.

Week 2 American Security Policy Decision Making: Of Policymakers, Bureaucracies, and Organizations

Required Reading:

Fishel, *American National Security Policy*, Ch. 2-5

The National Security Council: An FPRI Primer, Foreign Policy Research Institute, 5 Sept 2017 (5:20 Min video) At: Footnote

<https://www.fpri.org/multimedia/2017/09/national-security-council/>

Mackubin T. Owens, “Civil-Military Tensions and the US Civil-Military Bargain”, *Orbis*, Fall 2022, pp. 597-616.

Van Jackson, “I Got a Story to Tell: Who Does What in National Security Policy?”, *War on the Rocks*, 14 February 2017, at: Footnote Two ²

Week 3 The Cold War and a Small War in Southeast Asia

Required Reading:

Heather Stur. “Why the United States Went to War in Vietnam”, *Foreign Policy Research Institute*, 28 April 2017, at:

<https://www.fpri.org/article/2017/04/united-states-went-war-vietnam/>

¹ <https://www.heritage.org/american-founders/report/why-america-exceptional>

² <https://warontherocks.com/2017/02/i-got-a-story-to-tell-who-does-what-in-national-security-policy/>

Strongly Recommended Reading:

John Lewis Gaddis, *Strategies of Containment*, Updated version (2005)

II US Security Policy Before 9/11

Week 4 From 11/9 to 9/11: The Post Cold War Interregnum

Required Reading:

Hal Brands, “Choosing Primacy: U.S. Strategy and Global Order at the Dawn of the Post-Cold War Era”, *Texas National Security Review*, Vol 1, Iss 2 February 2018, at Footnote Three ³

Stephan Kieninger, “The Bush and Clinton Administrations and Ukraine’s Nuclear Dismantlement, 1991–1994”, *Diplomacy & Statecraft*. Vol. 33, No.3, (2022) pp. 566–588

John Dumbrell, “Was There a Clinton Doctrine? President Clinton’s Foreign Policy Reconsidered”, *Diplomacy & Statecraft*, Vol. 13, No. 2 (2002).

Stephen M. Walt, “Two Cheers for Clinton’s Foreign Policy”, *Foreign Affairs*, March/April 2000, pp. 63-79; see Footnote Four ⁴

Research Proposal Due: Wednesday, 8 February 2023

Week 5 From 11/9 to 9/11: War in a Time of Peace

Required Reading:

Rebecca Friedman Lissner, “The Long Shadow of the Gulf War”, *War on the Rocks*, 24 Feb 2016 at Footnote Five ⁵

Fishel, *American National Security Policy*, Ch. 6-10

Eric James Szandzik, “President Clinton’s Nonintervention in the Rwanda Genocide”, *World Affairs*, Spring 2022, pp. 176-206.

III US Security and Defense Policy From 9/11 Onward

Required Reading for Weeks 6 to 13

Daalder and Lindsey, *America Unbound* (entire book).

³ <https://tnsr.org/2018/02/choosing-primacy-u-s-strategy-global-order-dawn-post-cold-war-era-2/>

⁴ NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

⁵ <https://warontherocks.com/2016/02/the-long-shadow-of-the-gulf-war/>

Week 6 The ‘Long War’: America’s Global War on Terrorism (GWOT)*Required Reading:*

Trevor McCrisken, “Ten years on: Obama’s war on terrorism”, *International Affairs*, 87/4 (2011) pp. 781-801.

Jessica Stern, “Obama and Terrorism: Like It or Not, the War Goes On”, *Foreign Affairs*, Sept-Oct 2015: 62-70: see Footnote Six ⁶

Daniel Byman, “The Good Enough Doctrine”, *Foreign Affairs*, Vol. 100, Iss. 5 (Sep/Oct 2021): pp. 32-36, and 38-43; see Footnote Seven ⁷

Eliot Ackerman, “Winning Ugly”, *Foreign Affairs*, Vol. 100, Iss. 5 (Sep/Oct 2021) pp. 66-74, see Footnote Eight ⁸

Hal Brands & Michael O’Hanlon, “The War on Terror Has Not Yet Failed: A Net Assessment After 20 Years”, *Survival*, Vol 63, No. 4, (2021) pp. 33-54.

Week 7 Break Week: Sunday, 19 February to Saturday, 25 February 2023**Week 8 Perils of Proliferation: Deterrence or Defence?***Required Reading:*

Terry Terriff, “‘A train wreck in the making’: The Proliferation of Weapons of Mass Destruction and Transatlantic Relations”, *Journal of Transatlantic Studies*, Vol. 3, No. 1 (Spring 2005) pp 105-122.

Michael Rühle, ‘U.S. Strategic Culture and Ballistic Missile Defense’, *RealClear Defense*, 4 September 2020, at Footnote Nine ⁹

Sarah Lohschelder, “Three Presidents Facing North Korea - A Review of U.S. Foreign Policy”, *Huffington Post*, 27 February 2017, at Footnote Ten ¹⁰

Joe Cirincione and Michelle Dover, “Progress, Peril, Hope: The Nuclear Decade in Review”, *Defense One*, 30 December 2019, at Footnote Eleven ¹¹

⁶ NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

⁷ NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

⁸ NOTE The easiest way to find this article through the UofC Library is to search using the title of the article. Do note that such a search will reveal a great many possible articles, but the one by Ackerman can be found within some 50 possible works the Library system identified.

⁹https://www.realecleardefense.com/articles/2020/09/04/us_strategic_culture_and_ballistic_missile_defense_576343.html

¹⁰https://www.huffingtonpost.com/young-professionals-in-foreign-policy/three-presidents-facing-n_b_9335546.html.

Eric Brewer, “The Nuclear Proliferation Landscape: Is .Past Prologue?”,
The Washington Quarterly, 44:2, (2021) pp. 181-197.

Week 9 ‘Blind into Baghdad’? The US Intervention in Iraq, 2003-2011

Required Reading:

Fishel, *American National Security Policy*, Ch. 12

David H Dunn, “‘Myths, Motivations and Misunderestimations’: The
 Bush Administration and Iraq”, *International Affairs* 79/2
 (March 2003) pp. 279-289.

Hakan Tunç, ‘What was it all about after all? The causes of the Iraq war’,
Contemporary Security Policy, 26/2 (2005) pp. 335-355.

Melvin Leffler, “The Decider”, *Foreign Affairs* (Nov/Dec 2020); see
 Footnote Twelve ¹²

Week 10 Boldly Into the Graveyard of Empires: Kosovo, Afghanistan, Iraq and all that

Required Reading:

Fishel, *American National Security Policy*, Ch. 11, 13 & 14

Carter Malkasian, “How the Good War Went Bad: America's Slow-Motion
 Failure in Afghanistan”, *Foreign Affairs* (Mar/Apr 2020); see
 Footnote Thirteen ¹³

Donald S. Travis, “Why the U.S. Military Lost Afghanistan”, *Armed
 Forces & Society* 2022, pp. 1–14; see Footnote Fourteen ¹⁴

P. Michael McKinley, “We All Lost Afghanistan: Two Decades of
 Mistakes, Misjudgments, and Collective Failure” *The CSS Point*: at
 Footnote Fifteen ¹⁵

Todd Greentree, “Bureaucracy Does Its Thing: US Performance and the
 Institutional Dimension of Strategy in Afghanistan”, *Journal of
 Strategic Studies*, 36/3 (2013) pp. 325-356.

¹¹ [https://www.defenseone.com/ideas/2019/12/nuclear-risks-are-rising-after-nearly-decade-decline/162137/.](https://www.defenseone.com/ideas/2019/12/nuclear-risks-are-rising-after-nearly-decade-decline/162137/)

¹² NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

¹³ NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

¹⁴ NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

¹⁵ [https://thecsspoint.com/we-all-lost-afghanistan-by-p-michael-mckinley/.](https://thecsspoint.com/we-all-lost-afghanistan-by-p-michael-mckinley/)

Week 11 “Leading from Behind”: Obama, the Arab Spring, Libya, and Syria/Iraq

Required Reading:

- Robert G. Kaufman, “Prudence and the Obama Doctrine”, *Orbis*, Summer 2014, 441-459.
- Colin Dueck, “The Real Obama Doctrine Exposed”, *The National Interest*, 28 April 2015, at Footnote Sixteen ¹⁶
- Jeffrey Goldberg, “The Obama Doctrine”, *The Atlantic*, April 2016, at: Footnote Seventeen ¹⁷
- Fawaz A. Gerges, “The Obama Approach to the Middle East: The End of America’s Moment”, *International Affairs*, 80/2 (2013), pp. 299-323.
- Mikael Blomdahl, “Bureaucratic Roles and Positions: Explaining the United States Libya Decision”, *Diplomacy & Statecraft*, 27:1, (2016) pp. 142-161
- J. B. Schulhofer-Wohl “The Obama administration and civil war in Syria, 2011–2016: US presidential foreign policy making as political risk management”, *Journal Of Transatlantic Studies*, 19(4), (2021) pp. 517–547.

Week 12 America’s Decline? The Challenge of America’s (Near) Peer Competitors - China

Required Reading:

- Walter Russell Mead, “The Return of Geopolitics”, *Foreign Affairs*, May 2014, Vol. 93 Issue 3, pp. 69-79; see Footnote Eighteen ¹⁸
- Luis Simon, “Between punishment and denial: Uncertainty, flexibility, and U.S. military strategy toward China”, *Contemporary Security Policy*, 41/3 (2020) pp. 361-384
- Nien-chung Chang-Liao & Chi Fang, “The Case for Maintaining Strategic Ambiguity in the Taiwan Strait”, *The Washington Quarterly*, 44:2 (2021) pp. 45-60.
- Zhiqun Zhu, “Three Levels of U.S.-China Strategic Rivalry”, *The Brown Journal of World Affairs*, Vol. 27, Iss. 1 (Fall/Winter 2022) pp. 119-134.

Research Essay Due Wednesday, 29 March 2023.

¹⁶ <http://nationalinterest.org/feature/the-real-obama-doctrine-exposed-12745?page=show>

¹⁷ <https://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/> .

¹⁸ NOTE: The easiest way to find this article through the UofC Library’s is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library’s search function is far from precise) but the right one can be identified as the author will be indicated.

Week 13 America's Decline? The Challenge of America's (Near) Peer Competitors - Russia

Required Reading:

Angela Stent, "Trump's Russia Legacy and Biden's Response", *Survival*, 63:4, (2021) pp. 55-80.

George Friedman, "Still a Unipolar World", *Geopolitical Futures*, 18 October 2022, at <https://geopoliticalfutures.com/still-a-unipolar-world/>

Week 14 From Trumping the World to Biden Time

Required Reading:

Luis da Vinha and Anthony Dutton, "Embracing the Maverick: The Evolution of President Donald Trump's Management of Foreign Policy-Making", *Central European Journal of International and Security Studies*, Vol. 16, Iss. 1, 2022, pp. 4-35, at Footnote Nineteen¹⁹

Max Boot, "A Few Good Men", *Foreign Affairs* (May/Jun 2020); see Footnote Twenty²⁰

Richard Haas, "Present at the Disruption", *Foreign Affairs* (Sep/Oct 2020); see Footnote Twenty-one²¹

Toma McTague and Peter Nicholas, "How 'America First' Became America Alone", *The Atlantic*, 29 Oct 2020 at Footnote Twenty-Two²²

"Whither the 'City Upon a Hill'? Donald Trump, America First, and American Exceptionalism", *Texas National Security Review*, Vol 3, Iss 1 (December 2019), at Footnote Twenty-Three²³

**The take home exam will be handed out at end of the final seminar on
Wednesday, 12 April, 2023.**

**The exam must be submitted to the instructor no later than
12:00 Noon, Monday, 17 April 2023.**

NB. All articles listed above without internet addresses can be found in the Library or through the Library's electronic access to journals.

¹⁹ <https://www.cejiss.org/embracing-the-maverick-the-evolution-of-president-donald-trump-s-management-of-foreign-policy-making>

²⁰ NOTE: The easiest way to find this article through the UofC Library's is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library's search function is far from precise) but the right one can be identified as the author will be indicated.

²¹ NOTE: The easiest way to find this article through the UofC Library's is to use the advanced search function and the title of the article. You may have to scroll down through a few or a considerable number of identified suggestions (the Library's search function is far from precise) but the right one can be identified as the author will be indicated.

²² <https://www.theatlantic.com/international/archive/2020/10/donald-trump-foreign-policy-america-first/616872/>

²³ <https://tnsr.org/2019/12/whither-the-city-upon-a-hill-donald-trump-america-first-and-american-exceptionalism/>

Last Day of Classes for the Winter 2023 Term is Wednesday, 12 April 2023.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.